**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 1.MD.3**  **The Envision Lesson: 15-1 Understanding the Hour and Minute Hands** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials Needed: Clocks, book, worksheet pages, time cards, blank clock face work pages | Hour hand, hour, minute hand, minute, o’ clock |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Read *Bunny Day: Telling Time from Breakfast to Bedtime* by Rick Walton.  Talk about why we need to tell time and all the things we have to do on time. What time do you wake up in the morning? How many hours do you spend at school? What time does school start? What time does school end? What time do you eat lunch? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Day 1: “This is the word *hour hand*”  Repeat 3 times “*hour hand, hour hand, hour hand*”  “Turn to your neighbor and tell your neighbor what you think it is”  *Show example/ non-example pictures*  “Does that help clear any ideas? Turn to your neighbor and tell them what you think it  means now.”  State definition- ***The short hand is the hour hand. The hour hand tells the hour.***  Now I want you to think about what that means and write it down in your math journal.  Next to the word, draw a picture of what *hour hand* means.  Day 2: Review *hour hand*  “Yesterday we learned what the *hour hand* is. I will pass out a paper and I want you to write  what the *hour hand* is.” Invite students to point to the *hour hand* on a clock (moving in  between).  Day 3: Draw a picture  “On your white boards, draw a picture of what the *hour hand* is.”  Day 4: Activities to solidify  Sit children in a circle to make a human clock. Place one number representing an hour in  front of each student. Using an hour and minute hand, have students draw the time from a  stack of time cards and build with the clock.  Day 5: Discuss  Think, pair, share why it is important to have a minute and hour hand on the clock. Why  don’t we just have one hand on a clock? Would you be on time if you messed up the  minute and hour hands?  Day 6: Game Review  Play concentration using digital and analog clocks. How do you know those two times  match? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  “How many numbers are there on the clock? How many hands are there? How do you think  the numbers and the hands tell the time? Using a large Judy clock, demonstrate the hands  moving from one hour to the next. Invite students to demonstrate the clock moving one  hour. Pass out individual moving clocks and have students move the hands to specific  times. What is one hour after 6 o’ clock? What happens if the hour hand passes the 12 two  times? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Write the following times on the board: 7 o’ clock, 3 o’ clock, 6 o’ clock, 9 o’  clock, 1 o’ clock, etc. Working in pairs, have one student write the digital time  and the other draw the hands in on a black face clock. How do you know  they match? Could there be more than one right answer? How many hours  passed from the last time? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Do pages 454-455 in lesson 15-1 workbooks. Check answers with a partner. How do you  know they match? Could there be more than one right answer? How many hours  passed from the last time? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Call out different times. Children will make the time on their clocks and hold up for a visual assessment. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| 1. Concentration from above 2. Scheduled activities match: match the clocks to what you do at that time of the day 3. Play human clock game from above | |
| **HOMEWORK** | |
| With the help of your parents, write down the time of day you do five different activities (wake up, eat dinner, etc.) throughout the day. Draw in the time on blank faced clocks and include the digital time. | |